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AUTHOR Norlander, Kay A.; Reich, Melvyn
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ABSTRACT

This paper examines the development of the "Comfortability Scale in Special Education." This 44-item self-evaluation instrument measures special education teachers' perceptions of "comfort" (self-confidence) with their ability to use pertinent knowledge and skills. Each item is rated on a seven-point Likert-like scale. Two studies of special education graduate students (n=54, n=120) were used in the Comfortability Scale development process. Both studies used factor analysis to examine construct validity, and alpha coefficients to examine reliability. The second study produced a nine factor solution, which when analyzed for content as well as factor loadings, resulted in seven subscales. Subscale reliabilities were high enough for individual use. Total instrument reliability was .97. Current studies with graduate and undergraduate students in summer training sessions at the University of Connecticut indicate the scale's potential use as a pretest/posttest to measure attitude change. Comparison to the Rucker-Gable Programming Scale in Special Education results indicate these scales measure different constructs. (BS)

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Comfortability Scale in Special Education: Determination of Construct Validity and Reliability

Kay A. Norlander, Ph.D.
Melvyn Reich, Ph.D.

The University of Connecticut

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RUNNING HEAD: Comfortability Scale

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Paper presented at the Fifteenth Annual Convocation of the Northeastern Educational Research Association on October 26, 1984 at Ellenville, NY.

Completion of this paper would not have been possible without the continued assistance of Dr. Robert Gable of the University of Connecticut.

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Abstract

This study examined the development of the Comfortability Scale in Special Education (Reich, Norlander, & Brettschneider, 1982). The instrument was designed to measure perceptions of ease toward a variety of issues facing the special educator. Determination of factor structures (underlying constructs) and reliabilities, total as well as subscale, were calculated. This scale may prove useful in the measurement of self-perceived attitudes toward instructing the handicapped in both preservice and inservice training programs stressing special education.

Comfortability Scale in Special Education: Determination of Construct Validity and Reliability

Positive attitudes toward teaching have traditionally been viewed as a critical component of effective instruction (Haring, Stern, & Cruickshank, 1958). Under the rubric of "competent" or "effective" teaching lie distinct yet intertwined constructs. The construct attitude has become an integral part of several models of teacher effectiveness. Biddle (1964) lists four teacher properties (seen as variables) included in teacher effectiveness: skills, motives, habits and knowledge. In facilitating pupil learning, Elam (1971) considers the necessary components to be knowledge, skills, and attitudes. The inclusion of attitude as a component in effective teaching is also supported by Haring et., al., (1958). They propose that effective programs for special education students are dependent, to a large degree, upon the attitudes of classroom teachers toward handicapped pupils.

Teacher training programs are often predicated upon models which encompass or include both coursework and field-experience stressing the areas of knowledge, skills, and attitude. More specifically, adequate knowledge, refined teaching skills, and a positive attitude toward the handicapped as well as a positive attitude toward self-perceived comfortableness in instructing the handicapped would be necessary for the effective instruction of the handicapped to take place. Figure 1 illustrates this type of training model designed for use in a summer training program in special education at The University of Connecticut (Reich & Norlander, 1982)

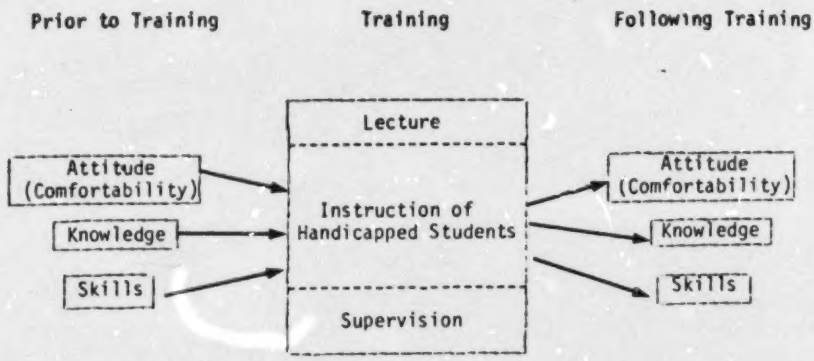

Figure 1. Teacher Training Model.

The importance of a teacher's self-perceptions of his/her own ability to teach handicapped children has been stressed by Larrivee and Cook (1979) and Stephens and Braun (1980. Larrivee, et.al., state,

> The significance of teacher perception of extent of success in promoting a positive attitude toward mainstreaming is not readily translated into in-service practice. Teacher perception of success is a function of many variables, such as information level, knowledge, attainment, specific skill acquisition, contact and experience with the exceptional child, and attitude. While the relationship of these variables can be viewed as interactive, the degree to which each has an impact on a teacher's self-perception of effectiveness is not clear (1979, p. 321).

Self-confidence is highlighted as a topic for further study by Stephens et.al., (1980). They state, "Future studies could fruitfully consider teachers' self-confidence as an essential factor in accepting students who are handicapped" (p. 293).

Instruments designed to measure attitude toward the handicapped do in fact exist. The Rucker-Gable Educational Programming Scale (Rucker & Gable, 1974) is one such instrument which has been widely used to measure an educator's attitude toward a wide range of handicapping con-

ditions. The Rucker-Gable, however, bases its attitude score on the "social distance" a teacher puts between oneself and students exhibiting a variety of handicapping conditions. These handicapping conditions range in type and severity. The nearer the mainstream students are placed, the higher or more "positive" the attitude score.

An instrument designed to measure self-perceptions or "comfortability" with the expected areas of competence (knowledge and skills) in special education appeared to be a need, particularily at the pre-service level. The term "comfortability" was coined based upon the notion that teachers of special needs students should have a relative amount of "comfort" with their "ability" to use pertinent skills and knowledge in the instructional process. Thus a "comfortability" measure should indicate respondents' self-perceived competence on the items they rate with respect to their ability to implement needed special education for their students.

Concerns over discrepancies between self-perceived and "actual" abilities and the proposal that a high level of "comfortability" with one's own abilities might lead to complaisance or the maintenance of the status quo as well as the maintenance of excellence, may in fact be legitimate. Yet, the measurement of self-perception of instructional abilities has been stressed as a valid attitude measure in the process of evaluating effective education (Harasymiw & Horne, 1976; Larrivee et.al., 1979; Stephens et.al., 1980).

Instrumentation

The Comfortability Scale in Special Education (Reich, Norlander & Brettschneider, 1982) is a 44-item scale designed to assess an educator's attitude toward perceived competence or comfortableness with a variety of issues and practices in the field of special education. Items address both skill and knowledge areas. (Examples--Skill item: Implementation of a variety of specific behavior management strategies;

Knowledge item: Terminology and definitions of learning disabilities). Each item is rated on a 7-point Likert-type scale with values ranging from "not comfortable" to "very comfortable." Figure 2 is an excerpt from the scale. A copy of the scale can be found in Appendix I.

COMFORTABILITY SCALE IN SPECIAL EDUCATION

Please circle the number on the scale which most accurately reflects your relative *comfortableness* with the issues stated.

	Not		Fairly		Some-what		Very
	1	2	3	4	5	6	7
1. Terminology and definitions of learning disabilities	1	2	3	4	5	6	7
2. Terminology and definitions of mental retardation	1	2	3	4	5	6	7
3. Terminology and definitions of emotional disturbance	1	2	3	4	5	6	7
4. Contributing factors in the etiology of mental retardation	1	2	3	4	5	6	7
5. Contributing factors in the etiology of emotional disturbance	1	2	3	4	5	6	7
6. Contributing factors in the etiology of learning disabilities	1	2	3	4	5	6	7

Figure 2. Comfortability Scale in Special Education (first 6 items)

The final form of this instrument was developed through two separate studies. The first, or preliminary study, employed a draft version of the Comfortability Scale (Reich, Norlander, Brettschneider, Flinter & McIntyre, 1979). A copy of the draft version is included in Appendix II. In both studies two specific procedures were employed. One, factor analysis, was used to examine construct validity through the determination of underlying constructs or factors within the total test which reveal the interrelationships of item responses (Colletta & Gable, 1975); and two, alpha reliability coefficients were calculated for internal con-

sistency of the total measure as well as derived subscales. This paper focuses primarily on detailing these procedures and analyzing the results.

Comfortability Scale: Preliminary Study

Sample

The sample for the preliminary study of the Comfortability Scale (draft) consisted of 54 graduate students in special education, 16 graduate students in special physical education and 13 students in school nursing. All subjects were enrolled in the University of Connecticut's summer training program in special education during the summers of 1980 and 1981.

Procedure

The scale was administered as a pretest measure on the day prior to the start of a summer training program and as a posttest measure on the final day of the six-week session. Code numbers were assigned to maintain subject anonymity. It was stressed that the data would in no way be used in the determination of final grades. This procedure was followed for both summer sessions, 1980 and 1981. Directions were given both orally and in written form at the top of the scale.

Construct Validity

Method. A principal component factor analysis with an oblique rotation was performed on the pretest data from both summers 1980 and 1981. (Eighty-three cases were included in this analysis). Noting the small number of cases in relation to the number of items on the total scale (39), cautions the researcher in the interpretation and stability of the factors. Factor analysis was used to identify constructs or factors

(later referred to as subscales) within the total test which reveal the interrelationships of item responses (Coletta & Gable, 1975).

Results. A nine-factor solution was obtained using the above described method. Factors I and V were combined for both naming purposes and for reliability computation. Justification for this combination comes from both a similarity in the content of the item stems and a factor intercorrelation of .505. Factors IV and IX contained only two items and Factor "" contained only one. Table 1 describes each factor in detail, including names, stem summaries, and loadings. Note that two of the factors were left unnamed due to the lack of continuity in content. Also note that Factors II, V, VI and VII received negative loadings and were reflected into a positive axis system for reporting purposes (Nunnally, 1978).

Reliability

Method. Nunnally (1978) discusses the primary cause of error within a test being due to the sampling of items. He states, "The error because of the sampling of items is entirely predictable from the average correlation. Consequently, coefficient alpha would be the correct measure of reliability for any type of item, ..." (p. 226). Measures of alpha internal consistency were first calculated for the subscales indicated through factor analysis and then computed for the total instrument. Subscales were defined as factors having three or more items.

Results. Table 2 describes the reliability coefficients for each of the subscales as well as for the total test. An alpha reliability coefficient of .96 was obtained for the total test. Although this reliability coefficient was quite high, a cautionary note should be included, as Nunnally (1978) states, "The primary way to make tests more reliable is to make them longer" (p. 243).

Table 2

Alpha Internal Consistency
Reliabilities for Total Test and Subscales

Subscale Name & Variables (items)	Alpha Coefficient
I. WRITTEN INFORMATION V14, V15, V16, V17, V18, V19, V20, V21, V22, V25, V26, V27, V32, V33, V34, V35 (previously Factors I & V)	.96
II. TEAM APPROACH V7, V8, V9, V10. V12 (previously Factor II)	.85
III. UNNAMED V31, V36, V37, V38, V39 (previously Factor III)	.88
IV. MENTAL RETARDATION V2, V4, V30 (previously Factor VII)	.83
V. EMOTIONAL DISTURBANCE V3, V11, V13, V29 (previously Factor VIII)	.77
VI. UNNAMED (possibly ASSESSMENT) V5*, V23, V24 (previously Factor IX)	.66
TOTAL TEST RELIABILITY (includes all 39 items)	.96

*alpha for factor VI would increase to .83778 if this item were deleted

Recommendations.

1. Factor IV (learning disabilities) and Factor VI which included only one item regarding learning disabilities might be rewritten or combined. In any event, these factors dealing with learning disabilities were among the weakest in terms of numbers of items loading on the factors. It was important, then, to establish a stronger LD factor.

Table 1

Comfortability Scale (Preliminary Study):
Factor Names, Item Numbers, Item Stems, and Loadings
(using a principal component factor analysis
with an oblique rotation)
(N=83)

Factor	Item # (variable)	Stem Summary	Loadings ****
I* Written Information	V18	writing recommendations relating to learning style	.94
	V19	writing recommendations relating to behavioral descriptions	.77
	V17	writing recommendations relating to prior assessment of skills	.76
	V20	writing recommendations relating to evaluation of interviews	.68
	V16	writing recommendations relating to reasons for referral	.55
	V21	writing recommendations relating to acceleration of current behavior	.50
	V22	writing recommendations relating to deceleration of current behavior	.39
	V14	use of data regarding prior learning development	.38
	V15	use of data regarding implementation of interventions	.36
V* Written Information	V35	writing reports of desired learning outcomes	.83
	V33	writing reports of interviews	.82
	V34	writing reports of recommendations for future instruction	.72
	V32	writing reports of educational history	.68
	V27	writing recommendations relating to curriculum strategies	.64
	V25	writing recommendations relating to long and short term academic behavioral objectives	.52
	V26	writing recommendations relating to evaluations of techniques and procedures	.46
II Team Approach	V7	role of team approach in special education: medical contributions	.91
	V9	role of team approach in special education: social service contributions	.85
	V8	role of team approach in special education: psychological contributions	.84
	V10	role of team approach in special education: evaluation of strengths and weaknesses	.54
	V12	use of data regarding assessment information	.39

Table 1 (cont.)

Factor	Item # (variable)	Stem Summary	Loading ****
III Unnamed	V39	familiarity with content of special physical education programs	.99
	V38	familiarity with procedures of special physical education programs	.99
	V37	programming for severely handicapped	.60
	V31	outlining procedures for and content of parent conferences for the handicapped	.45
IV Learning Disabilities	V6	contributing factors in the etiology of learning disabilities	.86
	V1	terminology and definitions of learning disabilities	.66
VI Learning Disabilities	V28	identifying commonalities and differences in the learning disabled	.69
VII Mental Retardation	V2	terminology and definitions of mental retardation	.85
	V4	contributing factors in the etiology of mental retardation	.67
	V30	identifying commonalities and differences in the mentally retarded	.54
VIII Emotional Disturbance	V3	terminology and definition of emotional disturbance	.67
	V29	identifying commonalities and differences among emotionally disabled	.53
	V11	use of referral information	.49
	V13	use of data regarding behavioral descriptions	.43
IX Unnamed (Assessment)	V24	writing recommendations relating to assessment instrumentation	.55
	V5	contributing factors in the etiology of emotional disturbance	.50
	V23	proposal and additional rationale for specific assessment protocols	.47

*Factors I and IV were combined for purposes of naming and in developing scales for reliability checks. A factor intercorrelation index of 50500 was found.

**Loadings for Factors II, V, VI and VIII were negative; they were reflected to a positive axis system.

2. Factor VII (mental retardation) and Factor VII (emotional disturbance) received alpha coefficients of .82877 and .77175, respectively. Additional items might increase reliabilities.
3. Factors III and IX went unnamed due to the inconsistency in item stems within the factors. Some of these items may have been useful, if rewritten, to add to factors dealing with mental retardation, learning disabilities, and emotional disturbance. Suggestions for item revisions might be as follows:

V37	Draft Item	Proposed Revision
	programming for the severely handicapped	programming for the profoundly retarded or programming for the seriously emotionally disturbed

4. Factor IX, although unnamed, might lend itself well to covering the content of assessment. Two of the item stems deal with this issue. The third item deals with emotional disturbance and, when deleted from this factor, increased the reliability of the subscale (VI) from .65951 to .83778.

Comfortability Scale: Second Study

Following the analysis of the data from the preliminary study and the subsequent review of recommendations for revisions, the scale was re-written by three of the original authors to reflect these recommendations. The result was a 44-item scale (see Appendix I).

Procedure

The scale was administered to 120 graduate students in special education. These students were enrolled in one of three university (college) teacher training programs agreeing to participate.

Construct Validity

Method. A principal component factor analysis with an oblique rotation was performed on the data from 120 cases. Thirteen of the 120 cases contained one missing data point out of the 44 and one of these thirteen contained two missing data points. Item means were substituted for these missing data points (Tabacknick & Fidell, 1983). Underlying constructs were identified through the factor analysis procedure.

Results and Subscale Development. A nine-factor solution was obtained using the above described method. Seven subscales resulted from the analysis of the data of the factor structure and the content of the items. Table 3 describes each factor, including names, stem summaries, and loadings.

Factors I and VIII were combined resulting in the subscale Assessment, containing ten items. Justification for this combination was based upon the similarity of the content of the item stems in both factors and a factor intercorrelation of .49. It should be noted that item 28 loaded on both Factors I and IX. For content purposes this item was placed with Factor IX.

Table 3

Comfortability Scale: Factor Names, Item Numbers, Item Stems, and Loadings (using a principal component factor analysis with oblique rotation) (N=120)

Factor	Item # (variable)	Stem Summary	Loading ****
I* Assessment	V23	employment of evaluation instruments	.91
	V22	selection of evaluation instruments	.82
	V24	rationale for individual assessment protocols	.79
	V25	developing recommendations as a result of assessment	.63
	V21**	integrating assessment information - team function	.61
	V28***	use of data regarding behavioral descriptions	.48
	V26	assessing the effects of special instruction	.46
VIII* Assessment	V33	writing reasons for referral	.87
	V34	prior assessment of skills	.76
	V35	educational remediation relating to learning style	.75
	V27	assessment of prior learning style	.50
II Mental Retardation	V9	instruction for the mentally retarded	.89
	V12	curriculum for the mentally retarded	.83
	V2	terminology and definitions of mental retardation	.82
	V32	differentiating levels of mental retardation	.81
	V31	commonalities and differences among the mentally retarded	.79
	V4	factors in the etiology of mental retardation	.78
	V13	programming for the severely retarded	
III Emotional Disturbance	V11	curriculum strategies for the emotionally disturbed	.90
	V8	instruction of the emotionally disturbed	.89
	V30	commonalities and differences among the emotionally disturbed	.80
	V14	programming for the seriously emotionally disturbed	.79
	V3	terminology and definitions of emotional disturbance	.78
	V5	factors in the etiology of emotional disturbance	.75

Table 3 (cont.)

Factor	Item (variable)	Stem Summary	Loading ****
IV* Team Approach	V19	contribution of special physical education: team role	.84
	V17	psychological contributions: team role	.81
	V18	social service contributions: team role	.74
	V16	medical contributions: team role	.73
	V20	parental contributions: team role	.67
	V21**	integrations assessment information: team role	.49
V Learning Disabilities	V1	terminology and definitions of learning disabilities	.86
	V6	factors in the etiology of learning disabilities	.83
	V7	instruction for the learning disabled	.66
	V29	commonalities and differences among the learning disabled	.58
	V10	curriculum strategies for the learning disabled	.54
VI Written Information	V42	writing summaries of interventions used	.61
	V41	outlining prior educational history	.69
	V44	writing regarding desired learning environments	.68
	V43	writing recommendations for future instruction	.58
	V40	development of short and long term behavioral and academic objectives	.38
VII* Behavior Management	V15	implementation of behavior management strategies	.45
IX* Behavior Management	V38	acceleration of adaptive behaviors	.70
	V39	deceleration of adaptive behaviors	.69
	V28***	use of data regarding behavioral descriptions	.39
	V37	evaluation of interventions	.39
	V36	writing behavioral descriptions	.33

*Factors I and VIII were combined for purposes of naming and in the development of subscales. A factor intercorrelation index of .49073 was found. Factors VII and IX were also combined for purposes of naming and in the development of subscales. The content of item stems in Factors VII and IX was the basis for this combination.

**Item 21 split loadings between Factors I and VI. V21 was ultimately included with the items in Factor I in the development of the subscale Assessment.

***Item 28 split loadings between Factors I and IX. V28 was ultimately included with the items in Factor IX in the development of the subscale Behavior Management.

****Loadings for Factors VI, VII, VIII and IX were negative; they were reflected into a positive axis system.

Factors II, III, IV, V, and VI contained from five to seven items. The resulting subscales were named as follows: Mental Retardation, Emotional Disturbance, Team Approach, Learning Disabilities, and Written Information.

Factors VII and IX were combined to form the subscale Behavior Management. This combination was based upon content similarity in item stems.

Items in Factors VI, VII, VIII and IX received negative loadings and were reflected into a positive axis system for reporting purposes in Table 3.

Reliability

Method. Measures of alpha internal consistency were calculated for subscales identified through factor analysis as well as for the entire instrument.

Results. Table 4 presents the reliability coefficients for the seven subscales as well as for the total test. An alpha reliability coefficient of .97 was obtained for the total scale. The high reliability coefficient may be due in part to the length of the test, 44-items, yet similarly high coefficients were found on the subscales as well. Alpha coefficients for the subscales ranged from .89 to .94. These coefficients indicated that the use of a single subscale would provide reliable data.

Summary and Recommendations

The second study of the Comfortability Scale in Special Education produced a nine factor solution which, when analyzed for content as well as factor loadings, resulted in seven subscales. Reliabilities for the subscales were of high enough value to indicate that their use in isolation

would be appropriate. The total instrument reliability was .97. Again, however, this may be due in part to the relatively large number of items (44).

Table 4

Alpha Internal Consistency Reliabilities for Total Test and Subscales

Subscale Name & Variables (items)	Alpha Coefficient
I. ASSESSMENT V21, V22, V23, V24, V25, V26, V27, V33, V34, V35	.94
II. MENTAL RETARDATION V2, V4, V9, V12, V13, V31, V32	.93
III. EMOTIONAL DISTURBANCE V3, V5, V8, V11, V14, V30	.94
IV. TEAM APPROACH V16, V17, V18, V19, V20	.89
V. LEARNING DISABILITIES V1, V6, V7, V10, V29	.89
VI. WRITTEN INFORMATION V40, V41, V42, V43, V44	.94
VII. BEHAVIOR MANAGEMENT V15, V28, V36, V37, V38, V39	.92
TOTAL TEST RELIABILITY (includes all 44 items)	.97

It would be recommended that a follow-up study be conducted with the 44-item scale involving a larger number of subjects. While 120 cases may represent a minimal number necessary for a factor analysis, 6-10 subjects per item would be ideal (Nunnally, 1978).

The scale might also be rewritten at this point to reflect the following suggestions:

1. The items within subscales might be clustered and titled.
2. Item #15 (the single item loading in Factor VII), dealing with behavior management strategies and the items loading in Factor IX should be reviewed due to the low loadings of items #28, 36 and 37. Although item #15 was included with the items in Factor IX for purposes of naming and calculating reliabilities (based upon the content of item stems), the reliability of this subscale would increase from .924 to .934 if this item were deleted. While this does not represent a considerable increase, it does indicate that it is the "weakest" item in the subscale Behavior Management.

The usefulness of the scale is currently being tested in both a summer training program for graduate students in special education and in an undergraduate special education training program with juniors and seniors. Its usefulness in inservice training programs as a pre/posttest measure is also a possible consideration.

Results of the scale's use in the University of Connecticut's summer graduate practicum in special education indicated the scales sensitivity to measuring changes in levels of comfortableness in educating handicapped students. Table 5 illustrates the pre/posttest results for 36 graduate students participating in this practicum experience.

Table 5

Comfortability Scale:
Summary of Pre/Posttest Results*
UConn Graduate Practicum Students*

# of Items	Possible Score**	Mean Raw Scores Pretest	Mean Raw Scores Posttest	Standard Deviations Pretest	Standard Deviations Posttest	t=	Level of Significance df=35
44	308	202.4	243.6	40.2	37.3	-7.47	p=.000

*N = 36 (1981 and 1982)

**The possible score is derived through the multiplication of the number of items in each subscale by 7, the highest possible response. Individual items are ranked on a Likert scale from 1-7 with 1 = "not comfortable," 3 = "fairly comfortable," 5 = "somewhat comfortable," and 7 = "very comfortable."

Comparisons of the scale's results with results of the Rucker-Gable Programming Scale in Special Education (RGEPS) (Rucker et.al., 1974) were also made for the above thirty-six subjects. It was pointed out earlier that there may be conceptual differences between the constructs, attitude toward the handicapped and attitude toward instruction of the handicapped. Correlations between attitude toward placement of the handicapped, as measured by the RGEPS, and comfortableness in the instruction of the handicapped, as measured by the Comfortability Scale, at pre and posttest levels were -.13 and -.19 respectively indicating that these scales are measuring different constructs. It might prove interesting to repeat this procedure with larger groups of both undergraduate and graduate students.

Use of a scale such as the Comfortability Scale in Special Education (Reich, et.al., 1982) may also be useful in the early identification of stress and burnout (Shaw et.al., 1981; Weiskopf, 1980). A time-series design employing this scale during and following preservice

training may provide important information leading to the early detection of burnout.

The relationship of levels of "comfortability" to skill level might also be explored. Skill level, as rated by student teaching supervisors, cooperating teachers, building administrators or peers, might then be correlated with results of the Comfortability Scale.

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APPENDIX I

COMFORTABILITY SCALE IN SPECIAL EDUCATION

Please circle the number on the scale which most accurately reflects your relative *comfortableness* with issues stated.

Social Security #_____

	Not		Fairly		Some-what		Very
	1	2	3	4	5	6	7
1. Terminology and definitions of learning disabilities	1	2	3	4	5	6	7
2. Terminology and definitions of mental retardation	1	2	3	4	5	6	7
3. Terminology and definitions of emotional disturbance	1	2	3	4	5	6	7
4. Contributing factors in the causes of mental retardation	1	2	3	4	5	6	7
5. Contributing factors in the causes of emotional disturbance	1	2	3	4	5	6	7
6. Contributing factors in the causes of learning disabilities	1	2	3	4	5	6	7
7. Providing instruction for the learning disabled	1	2	3	4	5	6	7
8. Providing instruction for the emotionally disturbed	1	2	3	4	5	6	7
9. Providing instruction for the mentally retarded	1	2	3	4	5	6	7
10. Proposing curriculum strategies for the the learning disabled	1	2	3	4	5	6	7
11. Proposing curriculum strategies for the emotionally disturbed	1	2	3	4	5	6	7
12. Proposing curriculum strategies for the mentally retarded	1	2	3	4	5	6	7
13. Programming for the severely and profoundly retarded	1	2	3	4	5	6	7
14. Programming for the seriously emotionally disabled	1	2	3	4	5	6	7
15. Implementation of a variety of specific behavior management strategies	1	2	3	4	5	6	7
In a Team Situation, How Comfortable Are you With the Following:							
16. Medical contributions	1	2	3	4	5	6	7
17. Psychological contributions	1	2	3	4	5	6	7
18. Social service contributions	1	2	3	4	5	6	7
19. Special physical education contributions	1	2	3	4	5	6	7
20. Parental contributions	1	2	3	4	5	6	7
21. Integrating assesssment information	1	2	3	4	5	6	7

Comfortability Scale

	Assessment	Not		Fairly		Some-what		23 Very
22.	Selection of evaluation instruments	1	2	3	4	5	6	7
23.	Employment of evaluation instruments	1	2	3	4	5	6	7
24.	Proposal for the selection of specific assessment protocols (combinations of instruments) for individual students.	1	2	3	4	5	6	7
25.	Developing recommendations as a result of individual pupil assessment	1	2	3	4	5	6	7
26.	Assessing the effects of special education instruction	1	2	3	4	5	6	7
27.	Assessment of prior learning history	1	2	3	4	5	6	7
28.	Use of data regarding behavioral description	1	2	3	4	5	6	7
	Identifying Commonalities and Differences Among							
29.	Learning disabled	1	2	3	4	5	6	7
30.	Emotionally disturbed	1	2	3	4	5	6	7
31.	Mentally retarded	1	2	3	4	5	6	7
32.	Differentiating between levels of mental retardation	1	2	3	4	5	6	7
	Writing Educational Reports Relating to:							
33.	Reasons for referral	1	2	3	4	5	6	7
34.	Prior assessment of skills	1	2	3	4	5	6	7
35.	Learning style	1	2	3	4	5	6	7
36.	Behavioral descriptions	1	2	3	4	5	6	7
37.	Evaluation of interventions	1	2	3	4	5	6	7
38.	Acceleration of particular adaptive behaviors currently in child's repertoire	1	2	3	4	5	6	7
39.	Deceleration of particular maladaptive behaviors currently in child's repertoire.	1	2	3	4	5	6	7
40.	Development of short and long term behavioral and academic objectives for individual students.	1	2	3	4	5	6	7
	Writing of Summary Reports							
41.	Outlining prior educational history	1	2	3	4	5	6	7
42.	Interventions used	1	2	3	4	5	6	7
43.	Recommendations for future instruction	1	2	3	4	5	6	7
44.	Desired learning environments	1	2	3	4	5	6	7

# of Years Teaching Experience_____Grade Level Currently Teaching_____

Which School are you Teaching in_____

APPENDIX II

COMFORTABILITY SCALE (Draft)

Please mark an (X) on the scale which most accurately reflects your relative comfortableness with the issues stated.

	NOT 1	2	FAIRLY 3	4	SOMEWHAT 5	6	VERY 4
1. Terminology and definitions of learning disabilities							
2. Terminology and definitions of mental retardation							
3. Terminology and definitions of emotional disturbance							
4. Contributing factors in the etiology of mental retardation							
5. Contributing factors in the etiology of emotional disturbance							
6. Contributing factors in the etiology of learning disabilities							
ROLE OF TEAM APPROACH IN SPECIAL EDUCATION FOR:							
7. Medical contributions							
8. Psychological contributions							
9. Social service contributions							
10. Strength and weakness evaluation							
USE OF DATA PROVIDED BY SCHOOL:							
11. Referral information							
12. Assessment information							
13. Behavioral descriptions							
14. Prior learning development information							
WRITING OF RECOMMENDATIONS FOR EDUCATIONAL REMEDIATION RELATING TO:							
16. Reasons for referral							
17. Prior assessment of skills							
18. Learning style							
19. Behavioral descriptions							
20. Evaluation of interventions							

Comfortability Scale

	NOT		FAIRLY		SOMEWHAT		VERY
	1	2	3	4	5	6	7
21. Increasing adaptive behaviors currently in a child's repertoire							
22. Decreasing adaptive behaviors currently in a child's repertoire							
23. Can you propose additional rational for different assessment protocols							
24. Employment of assessment instrumentation							
25. Development of short and long term behavioral and academic objectives for each child							
26. Evaluation of effects of various techniques and procedures used in special education							
27. Proposing of alternative curriculum strategies to meet child's needs							
IDENTIFYING COMMONALITIES AND DIFFERENCES AMONG:							
28. Learning disabled							
29. Emotionally disturbed							
30. Mentally retarded							
31. Outlining procedures for and content of parent conferences for handicapped children							
WRITING OF SUMMARY REPORTS							
32. Outlining prior educational history							
33. Interventions used							
34. Recommendations for future instruction							
35. Desired learning environments							
36. Describing special education needs of severely handicapped							
37. Programming for severely handicapped							
38. Familiarity with procedures of special physical education programs							
39. Familiarity with content of special physical education programs							